Course Outline (Higher Education)

School:	School of Education
Course Title:	LEARNING AND TEACHING ENGLISH 2
Course ID:	EDMAS6041
Credit Points:	15.00
Prerequisite(s):	(EDMAS6038)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED Code:	070103

Description of the Course :

This course is the second of two courses that focus on the role and nature of literacy education in schools and aims to establish a critical understanding of the inter-relationships of policy initiatives and directives with educational practices in schools and the community. Students explore connections between home, community and school literacy practices, within the context of a socially and cullturally diverse world influenced by technological change, international testing of literacy, the international rights of children, and published policies of global entities (OECD, UNESCO). The course also critically examines Australia's national, state and local policies and practices, including professional standards, current curriculum and assessment. Students also enhance their personal literacies to communicate effectivly as members of the teaching profession. With an emphasis on the early years of school the course explores effective pedagogies to enhance children's oral language, reading, writing and visual literacies taking into account issues related to information and communication technology. It emphasises the place of literacy in the development of autonomous and lifelong learners.

Grade Scheme: Graded (HD, D, C, etc.)

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks..

Program Level:

AQF Level of Program						
	5	**6**	**7**	**8**	**9**	**10**
Level						
Introductory						
Intermediate						✔	
Advanced						

Learning Outcomes:

Course Outline (Higher Education)

EDMAS6041 LEARNING AND TEACHING ENGLISH 2

Knowledge:

K1. Identify and critically examine a range of theoretical perspectives on language and literacy in the middle and upper years of primary school

K2. Explore the skills and pedagogical practises that support language and literacy development in the middle and upper years of primary school

K3. Develop knowledge and understanding of effective ways to plan, teach and assess learning experiences to develop children's reading, writing and oral language in the middle and upper primary years

K4. Develop an understanding of diverse student needs and the implementation of differentiated and inclusive approaches

Skills:

S1. Plan for effective teaching and learning within the current curriculum and integrate language and literacy in other areas of the national curriculum

S2. Develop competencies in their personal literacies, including a range of information and communication technologies

S3. Critically examine and reflect on contemporary local, national and global educational policy issues and debates related to language and literacy

S4. Implement language and literacy teaching and learning practices that reflect an increasingly diverse social world that is influenced by technology and social change

Application of knowledge and skills:

A1. Extend their personal literacy and communication skills and understanding of conventions of academic writing so their own English language proficiencies are enhanced

A2. Assess, plan and implement effective and inclusive English and literacy learning experiences for middle and upper primary learners which reflect the complex nature of English and literacy teaching as well as current curriculum expectations

A3. Examine and reflect critically on a range of education policy issues and debates for educators in contemporary local, national and global contexts and their implications for educators

A4. Demonstrate the literacy and numeracy skills necessary to understand and interpret information and communicate commensurate with professional teaching standards

Course Content:

Identify and critically examine a range of theoretical perspectives on literacies, and English and literacy learning. Explore and develop students' own English and literacy skills and pedagogical practices. Assess, plan and implement effective and inclusive English and literacy learning experiences for middle and upper primary learners which reflect the complex nature of English and literacy teaching and learning in an increasingly diverse social and cultural world influenced by technological and social change. Develop knowledge and understanding of effective ways to plan, teach and assess learning experiences to develop young children's early reading, writing and oral language skills. Become competent in their personal literacies, including a range of information and communication technologies. Examine and reflect critically on a range of education policy issues and debates for educators in contemporary local, national and global contexts and their implications for educators.

Values:

V1. Develop an appreciation of the importance of literacy education in contemporary society

Course Outline (Higher Education)

EDMAS6041 LEARNING AND TEACHING ENGLISH 2

V2. Develop a deeper understanding of their role as a teacher of language, literature and literacy

V3. Develop confidence and positive attitudes associated with the teaching of language, literature and literacy.

V4. Develop their appreciation of the role that language and literacy plays in their professional and personal lives

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Course as forming the basis of teacher professional knowledge to be developed in subsequent pre- and in-service teacher activities	High
Critical, creative and enquiring learners	Learners will appreciate how to critically review children's literature regarding literacy discourse	Medium
Capable, flexible and work ready	Responsibility as educator of the next generation of literate and informed citizens	High
Responsible, ethical and engaged citizens	Responsibility as an educator within a local, state and national education system	High

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, S4, A1, A2. APST 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3	Research and prepare a 2000 word proposal for a digital literacy resource	Proposal	40-60%
K1, K2, K3, K4, S1, S2, S3,S4, A1, A2, A3 APST 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.4, 4.5	Prepare a digital resource for beginning teachers.	Planning task	40-60%
A4	LANTITE test	Hurdle	S/N

Adopted Reference Style:

APA

Course Outline (Higher Education)

EDMAS6041 LEARNING AND TEACHING ENGLISH 2

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn	Yes	Intermediate
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Yes	Intermediate
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Yes	Intermediate
1.6 Strategies to support full participation of students with disability	Yes	Intermediate
2 - Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area	Yes	Intermediate
2 - Know the content and how to teach it		
2.2 Content selection and organisation	Yes	Intermediate
2 - Know the content and how to teach it		
2.3 Curriculum, assessment and reporting	Yes	Intermediate
2 - Know the content and how to teach it		
2.5 Literacy and numeracy strategies	Yes	Intermediate
2 - Know the content and how to teach it		
2.6 Information and Communication Technology (ICT)	Yes	Intermediate
Professional Practice		
3 - Plan for and implement effective teaching and learning		

Course Outline (Higher Education)

EDMAS6041 LEARNING AND TEACHING ENGLISH 2

		Yes	Intermediate
3.4 Select and use resources			
4 - Create and maintain supportive and safe learning environments			
		Yes	Intermediate
4.5 Use ICT safely, responsibly and ethically			